College Council Agenda

Date: 11.2.18| Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Topic/Item	Presenter	Allotted Time	Key Points	Category
Minutes		NA	Minutes from the 10/19/18 meeting have been posted for review. Any comments/corrections, please contact Beth.	☐ Discussion ☐ Decision ☐ Advocacy ☐ Information ☒ Document
Early Year Engagement Survey (EYES)	Lisa Anh Nguyen	15 min	Inform the college that our students have received the invite to contribute in the survey. Encourage participation. Find out the location of results and previous surveys.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
CCC Grants Guidelines & Process	Amy Cannata	10 min	Finalize guidelines and processes.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
Committee Reports 1. **Presidents' Council**	Sue Goff	5 min		☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☐ Document
Association Reports 1. **ASG** 2. **Classified** 3. **Part-time Faculty** 4. **Full-time Faculty** 5. **Administrative Confidential**		10 min		☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☐ Document

	Assigned Action Items	Assigned to	Notes	Due

	Upcoming Meeting Dates	Start Time	End time	Locati
	November 16, 2018	12:00 p.m.	1:30 p.m.	CC127

Attendance
College Council Members 18-19: Sue Goff (Chair), Beth Hodgkinson (Recorder), Tara Sprehe (AFaC), Molly Burns (AFaC), Esther Sexton (AFaC), Scot Pruyn (AFaC), Andrea Vergun (AFaC), Darlene Geiger (AFaC – alternate), Sarah Hoover (AS), Bob Keeler (AS), Mickey Yeager (CS), Patricia Anderson Wieck (HR), Jennifer Miller (IEP), DW Wood (IEP), Dion Baird (ITS), Dave Gates (ITS – alternate), Sue Caldera (TAPS), Ida Flippo (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Chris Hughes/Joyce Gabriel (TAPS – alternates), All Association Presidents, All Deans

Notes to Self	Deferred
• College Council Minutes can be found at F:\College Council\18-19	

College Council Minutes

Date: 10.19.18| Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Item/Presenter	Minute
Minutes	Minutes from the meeting held on 10/5/18 were previously sent out for review. Any comments and/or corrections, please contact Beth.
Diversity, Equity and Inclusion Committee (DEI)	Jaime Clarke and John Ginsburg joined to present an update on the DEI committee. The college has hired consultants to help develop a DEI Strategic Plan. Through the year, they will incorporate assessment activities and present a final plan fall of 2019. The committee has sparked the interest across campus and many are getting involved by joining one of the six subcommittees. Each of our college campuses have offered successful training and events. Over the summer, they developed a map indicating the locations of all user restrooms, restrooms with changing tables, and lactation rooms for both the Oregon City and the Harmony Campuses. Keep informed of upcoming events and trainings on the committee's internal webpage. In the future, look forward to the development of an external webpage and newsletter to keep you up to date. The presentation ended with an activity including three questions. **When were you first aware of race? When have you been reminded of your own race? When have you not had to think about race?** Attendees gathered into groups and asked each other these questions. Some shared how this activity revealed reflective conversations that many avoid discussing. Others thought of how life could be different. It was a good topic to discuss to view life through another lens.
Update on Educational Focus Areas (EFA)	Sue Goff shared Version 1.0 – Educational Focus Areas. The college has designated eight categories including Business; Creative Arts, Humanities & Communication; Health Professionals; Horticulture, Water Quality & Natural Resource Management; Industrial Technology, Construction & Transportation; Science, Engineering, Math & Computer Science; Social Sciences, Human Services & Criminal Justice; Teaching & Education. Stay tuned to hear about further work that will continue to develop these areas.

Grants Office Overview	Amy Cannata, Grants Administrator, joined us to share the CCC Grants Guidelines & Process draft. She set up the grants office, created a library of resources, and prepared to support the college in finding grants opportunities. Come by her office with your ideas to fund projects and programs that support the mission and strategic priorities of the college. Just identify an idea or opportunity with a proposal, and Amy will provide the support services based on your needs. Projects must support our mission, core themes, and strategic priorities. All grant opportunities must be coordinated with the Grants Office as well as approved by the division dean and vice president. Depending on your project scope and timeline, the Grants Office will support you to walk you through the steps to get you started.
ARC – 2nd Read	Jennifer Anderson returned to present a second read for the following two ARC policies. **ARC 402 Active Military Deployment Withdrawal** – second read. Jennifer reviewed the policy. No further comments or suggestions came forward. Next, the policy will go to Presidents' Council. **ARC 604 Sex Offender** – second read. Jennifer reviewed the policy. The student is responsible for registering as a sex offender with the state. Clarifying language added to the policy for the second read. The College will not disseminate a list of registered sex offenders. The college community has access to the information through the State Sex Offender website. College Safety will notify the campus community of this information in their Annual Security Report. Anyone concerned about the sex offender status of a student can contact the Director of College Safety. The obligation is between the student and the state. Continue to use good judgement, and if you see inappropriate behavior, contact the CARE Team. No further suggestions. Next, the policy will go to Presidents' Council.
Committee Reports 1. **Presidents' Council**	**Presidents' Council**: President Cook presented a draft of college goals for the year. We reviewed the standard for Online Courses, ISP 150.

Association Reports **1. ASG** **2. Classified** **3. Part-Time Faculty** **4. Full-Time Faculty** **5. Administrative Confidential**	1. **ASG:** Cole Jones reported on the ASG event, Bootacular, October 31, celebrating Halloween. Duncan Garcia discussed the upcoming events for the month of October for Domestic Violence Awareness Month scheduled at all three campuses. Join us for food, participate in activities, and learn about domestic violence. Join ASG on December 6 for the holiday party. 2. **Classified:** James Logan reported that Darcie Iven recently stepped down as Vice President, and Justin Montgomery has agreed to step into the position. 3. **Part-Time Faculty:** Leslie Ormandy reported that the Part-Time Faculty Board meets October 26. The membership will meet with our new president, Tim Cook, on October 30. Currently, the part-time faculty is connecting new members with other more experienced part-time colleagues until Human Resources rolls out a Mentoring Program in spring term. 4. **Full-Time Faculty:** No report. 5. **Admin/Confidential:** No report.
Announcements	**Denice Bailey** – She reminded everyone to join the Classified Appreciation – Classified Make a World of Difference! On Thursday, November 1 from 2:30-3:30 p.m., in the Gregory Forum. She could still use a few volunteers to help with this event. **John Ginsburg** – Expanded that the upcoming Domestic Violence Awareness events during the week of October 22. There was significant participation during the October 11 National Coming Out event. Upcoming service event on November 11: Hunger and Homelessness Awareness Week – Service Project at Transition Projects at the Willamette Center in Portland. Meet at the Community Center and be ready to leave at 10 a.m. We will serve brunch to approximately 120 people who utilize the resources. The college will celebrate International Week in the Community Center on November 13, 14, and 15.
Present	Sue Goff (Chair), Jennifer Miller, Lizz Norrander, Vicki Hedges, Tim Cook, Ray Atkinson, Lisa Reynolds, Esther Sexton, Max Wedding, Shalee Hodgson, Jaime Clarke, John Ginsburg, Leslie Ormandy, Denice Bailey, Karen Ash, Tara Sprehe, Robert Keeler, Brian Puncocher, Alissa Mahar, Jason Kovac, Jennifer Anderson, Max Wedding, Duncan Garcia, Cole Jones, Ernesto Hernandez, James Logan, Amy Cannata, Beth Hodgkinson (Recorder)

End of Year Student Engagement Survey (EYES)

Report for Spring 2018

Submitted August 2018

Clackamas Community College
INSTITUTIONAL RESEARCH & REPORTING

Clackamas Community College
INSTITUTIONAL RESEARCH & REPORTING

Date of Report: August 30th, 2018

End of Year Engagement Survey (EYES) 2018 Results

CCC has supplanted the CCSSE and SENSE student engagement surveys with two online surveys called "EYES", which include Early Year (early Fall) and End of Year (end of Spring) Engagement Surveys. These surveys allow our college to view areas of both strength and areas we can improve upon.

The Spring 2018 EYES overall results are presented on the first pages of the report with areas of both strengths and weaknesses being recognized. This is a brief overview and percentages in response to each question may be viewed throughout the rest of the document beginning with the first graph. Direct quotes from the students may also be found throughout in order to provide a detailed representation of student responses. Students select their educational goal (Exploring, CTE, Transfer, or STEM) toward the beginning of the survey and are then provided with a series of specific questions related to their goal. Students were asked about the frequency of their participation in certain areas, then asked their satisfaction level. Only students who had an opinion regarding these services were included in the results presented within this document. The number of respondents varied per question with the maximum number of responses equaling 527 and the minimum equaling 15. The overall portion of the survey typically had between 250 and 500 students responding per question. The Exploring section had the fewest responses with the range typically between 30 and 40 students responding, the CTE section had around 125 students responding, the Transfer section had between 150 to 250 responding, and the STEM section had between 150 and 200 students responding.

Overview of results	*p.3*
Overall student responses	
Student primary educational goals and orientation	*p.5*
Support services	*p.6*
Student behaviors	*p.7*
Experience at CCC	*p.8*
Education and career planning	*p.9*
Potential barriers	*p.10*
Time spent on activities	*p.11*
Locations & time of classes	*p.12*
Exploring student responses	*p.15*
CTE student responses	*p.18*
Transfer student responses	*p.21*
STEM student responses	*p.27*

Overview of Results

Intent & orientation. Students were asked to choose their primary educational goal and most students reported intent to transfer (55%), while 29% are at CCC for Career Technical Education, and 9% are Exploring. Most students participated in the mandatory online orientation (62%), and of those who participated 75% found it at least somewhat helpful.

Support services. Overall, most students have either never used support services or have not heard of them. The area of support students were least aware of was online tutoring (28%). The most frequently used area was academic advising/planning from instructors (with only 36% not aware of or not using).

Behaviors. Most students appear to participate in positive behaviors frequently, such as asking questions in class, discussing ideas with instructors, working hard and helping others. However, many have not discussed career plans with an instructor or coach (and only 60% found that even moderately helpful). There was also a high frequency of students reporting that they feeling as though they did not need to come to class.

Experience at CCC. Most students find that registration at CCC is user-friendly (73%), they have a person they feel comfortable going to if they have questions (60%), and feel as if they belong at CCC (67%). However, one-third students reported not having someone explain to them where they can seek help if they considered dropping out of college. Moreover, only 53% reported they had someone explain to them the consequences of receiving poor grades.

Career and education planning. Most students felt they knew how to be successful at CCC (82%), and that CCC had made it easy for them to see their progress in their program (72%). Many students also felt as if CCC has supported them toward their educational goals (62%). Only 33% said someone helped them choose a program of study, and only 40% had someone at CCC help them explore career goals. Less than half of the students (43%) had an academic and career coach or instructor help them set goals.

Barriers. The most frequently reported barrier was working outside of college (67%). Students also appear to have difficulty paying for books and supplies (62%) and have family responsibilities/childcare issues (60%).

Time spent. Many students spend more than 10 hours per week working for pay (54%), and 30% spend more than 10 hours per week providing care to family/dependents. More than half of the respondents (53%) stated they spent more than 10 hours per week off campus preparing for class while much fewer (16%) stated they spent more than 10 hours on campus preparing for class.

Participation in activities. Most of the respondents were either not aware of or did not participate in CCC activities. The areas with over one-third of students being unaware were: health and wellness events, volunteering events, and recreational activities. The areas with the most participation were: student clubs (20%), ASG events (18%), and life skills events (18%).

Location of classes. During this past spring term, the majority of respondents took courses only on the Oregon City campus (61%), and most were not taking any courses on the Wilsonville campus (94%). Many students did participate in online courses (65%) during this term.

Intentions to return. When asked if they plan to return to CCC, 17% stated they were accomplishing their goal during the spring 2018 term. Around 30% stated they would be coming back in the summer, and 38% in the fall.

Time of classes. Currently most students attend morning and early afternoon classes and most students prefer these times as well as late afternoon for future classes. However, 39% stated they at least somewhat prefer evening classes that are later than 6pm.

Preferred improvements. When students were asked what improvements could be made in order to support their academic, career, and/or professional goals, many requested advising/guidance (26%). Specifically, students noted that they would like for advisors to be trained in targeted areas in order to have deeper knowledge regarding requirements needed for degrees at CCC as well as for transferring. Other students noted they would like more course availability (10%) such as offering courses at different times of the day, having more online options, and having courses offered more frequently. Students also mentioned how more communication would be appreciated (7%) such as specific emails regarding the students' academic pursuits, and more awareness raised regarding services and opportunities around campus.

Exploring students: Most of the students who were exploring during the spring 2018 term were not aware of or did not use several of the career services. Students who did use these resources found them helpful. When asked about assistance received in exploring their personal, academic, and career interest, 44% agreed that CCC had helped them at least moderately well in this area. The most requested assistance for exploring students was guidance and communication (27%).

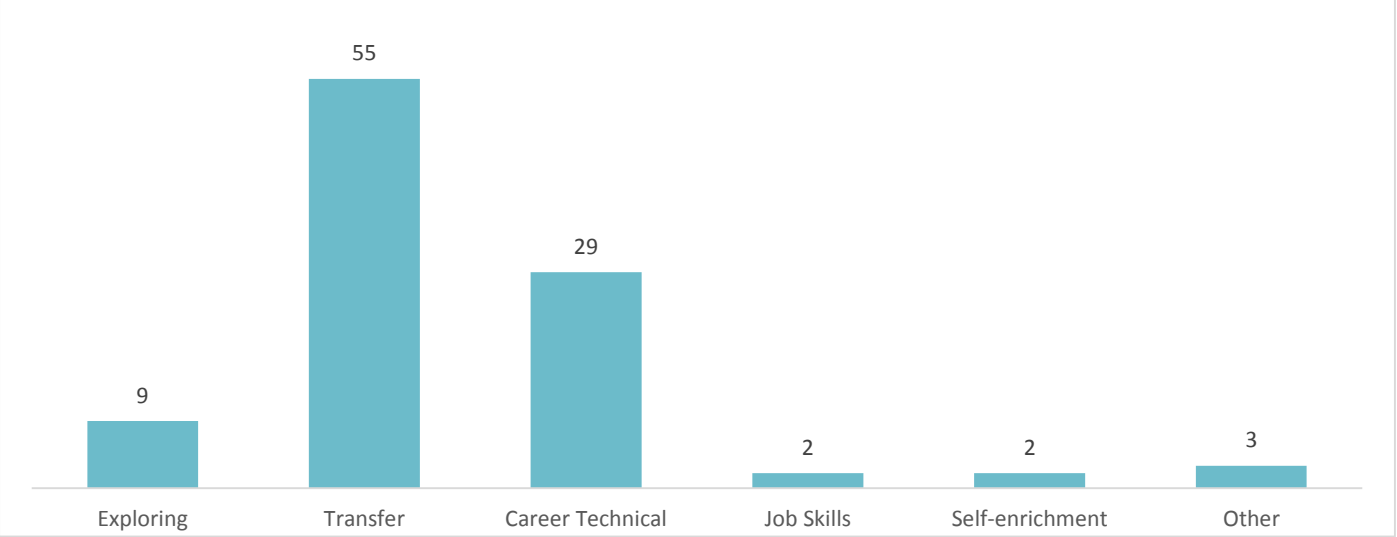
CTE students: Most of the CTE students were not aware of or did not use several of the career services (i.e. CCC Career Services Webpage or the Career Center). Students who did use these resources found them helpful except for career coaching and the career center, which were reported more frequently as not at all helpful as compared to the other career service areas.

Transfer students: Most of the transfer students were either not aware of or did not utilize transfer resources. Out of the students who did use these services, most found them at least somewhat helpful. However, over 20% of students reported the transfer center lab as not helpful at all. Most students also reported not being aware of degree partnerships. Student intent after transferring included but are not limited to engineering, business, and psychology.

STEM students: Most of the STEM students were either not aware of or had not utilized the support services for STEM. Out of the students who did use these services most found them at least somewhat helpful. In regards to exploring STEM, students reported that professors and STEM club had been very helpful. The most frequently requested support services were for more advising and more information on STEM.

Primary Educational Goals

Which of the following best describes your PRIMARY current education goals?
(% of students in each category)

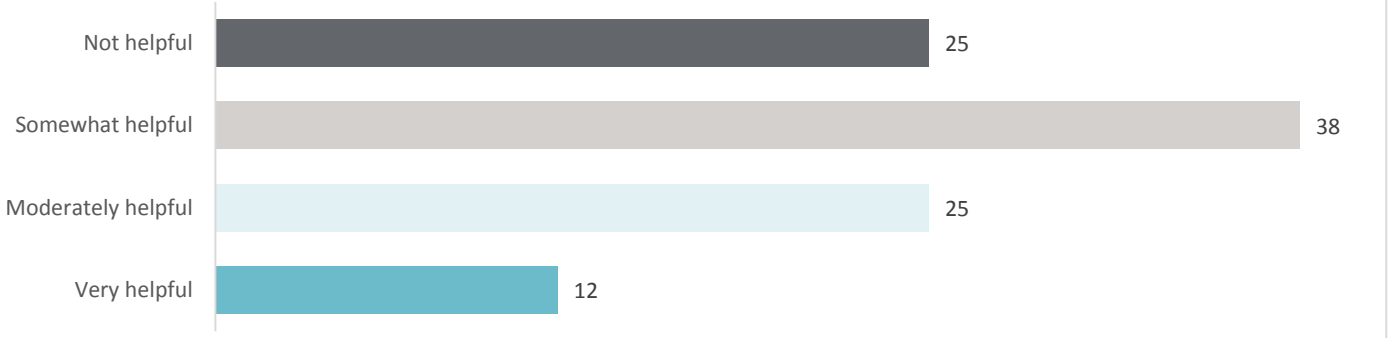


Participation in Online Orientation

Did you participate in the mandatory online orientation for new students?
(% of students in each category)

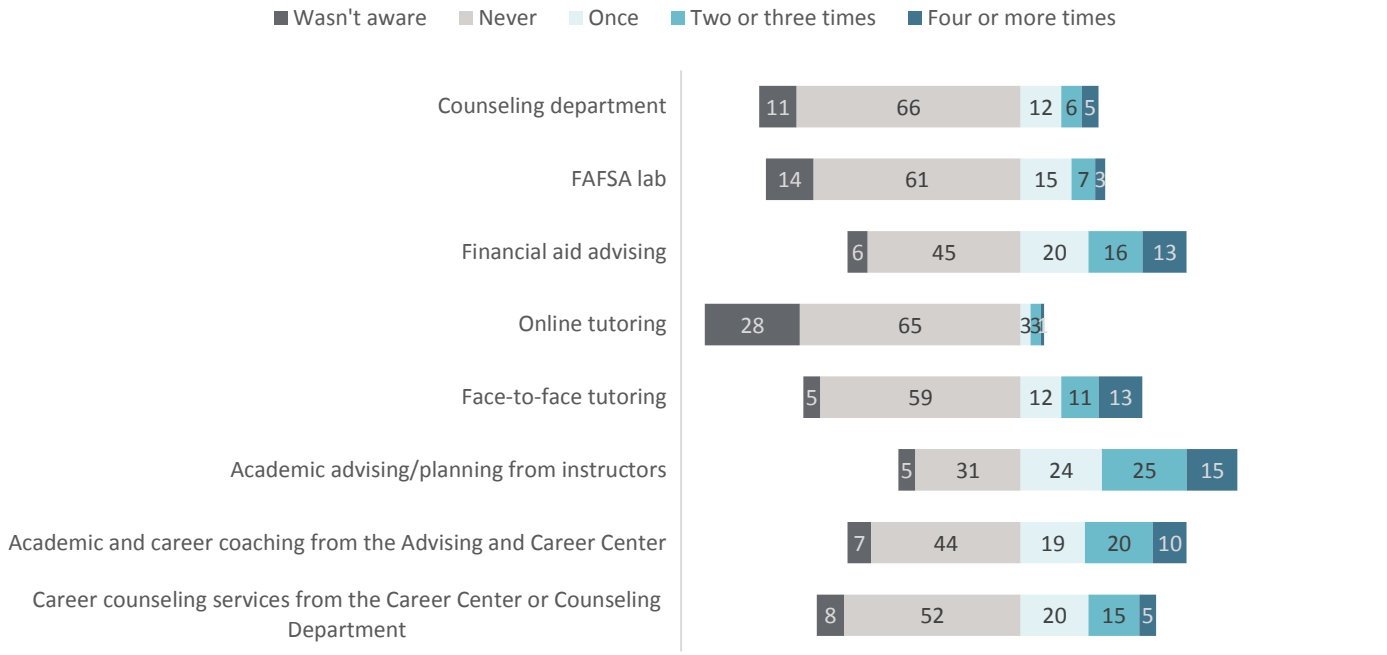
Helpfulness of Online Orientation

How helpful was the mandatory online orientation during this school year?
(% of students in each category)



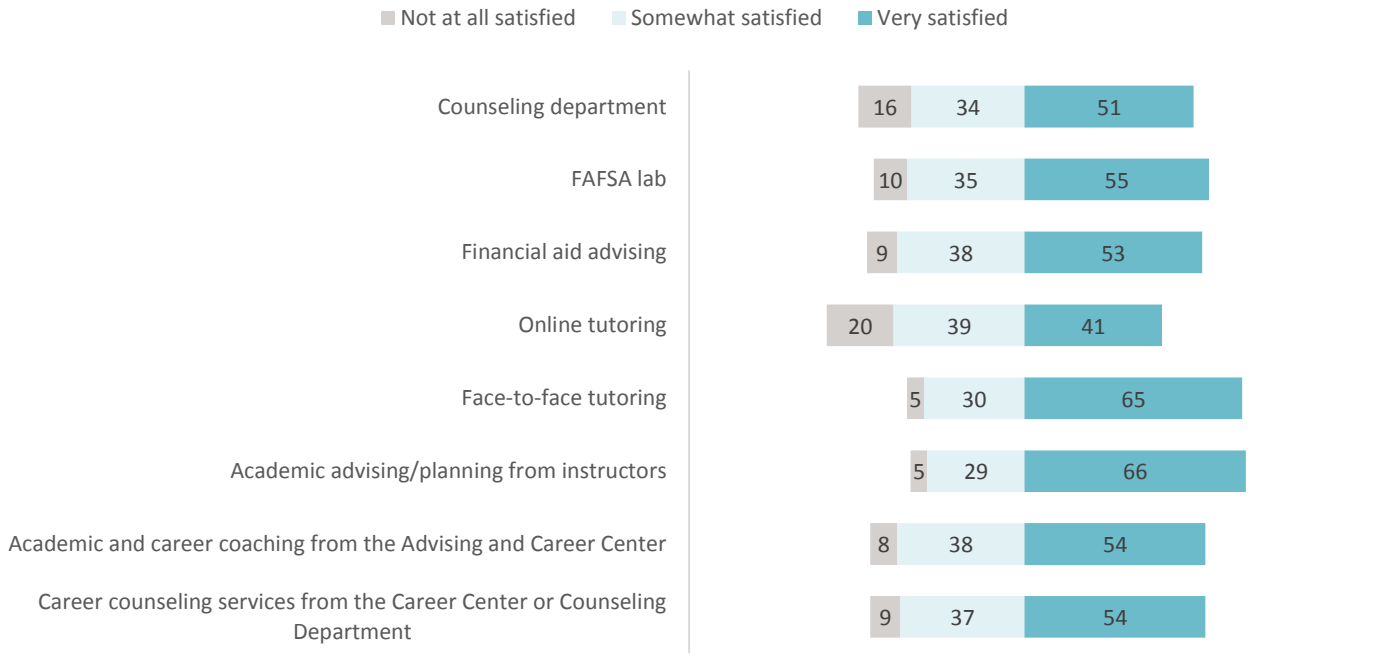
Frequency of use of Support Services

How often have you used the following support services at CCC during this school year?
(% of students in each category)



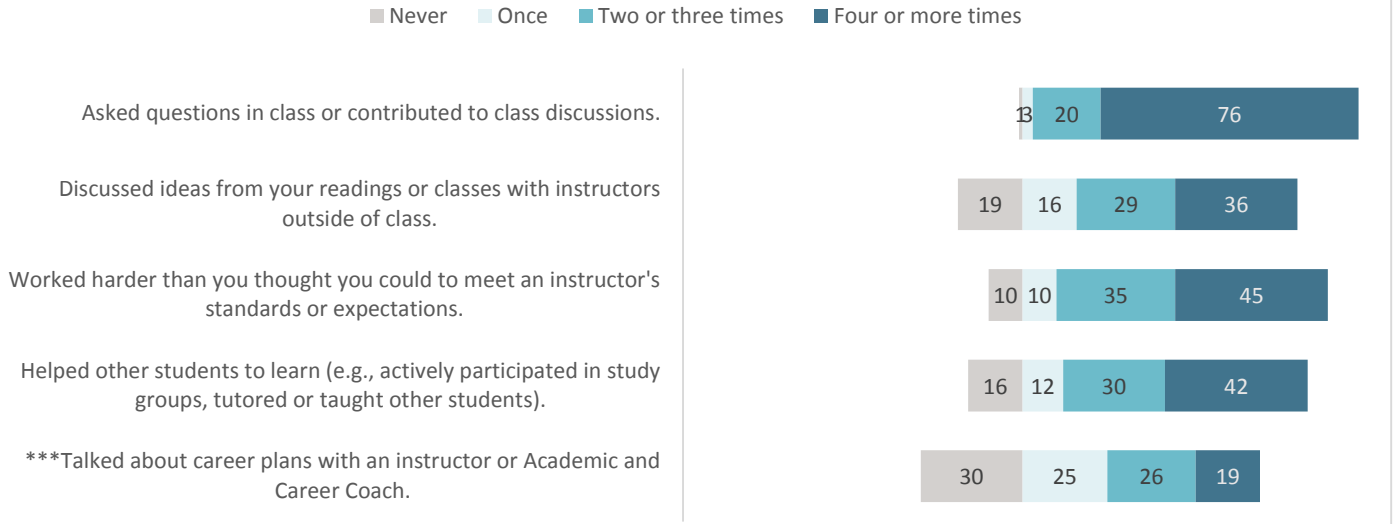
Satisfaction with Support Services

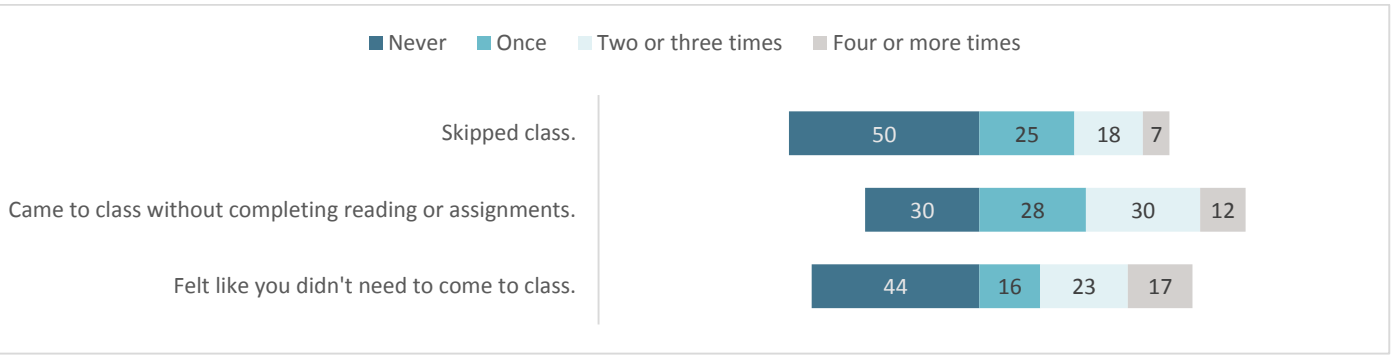
How satisfied with these services were you?
(% of students in each category)



Frequency of Student Behaviors

About how often have you done the following?
(% of students in each category)





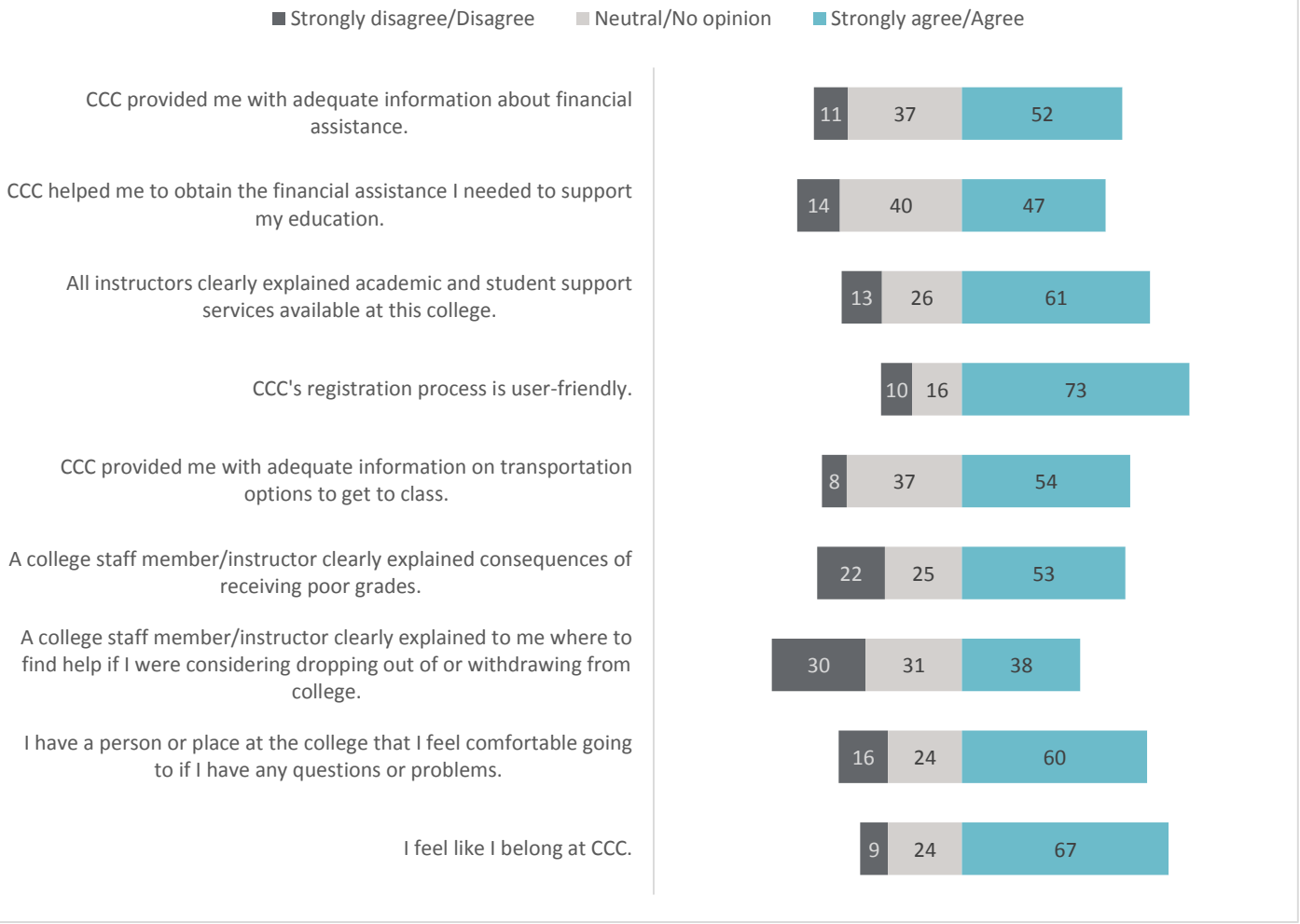
**Note: The two graphs above are both regarding student behaviors. However, top graph is displaying positive student behaviors while the second graph is displaying student reports on negative behaviors.*

***Overall, how helpful was that conversation(s)?

(% of students in each category)

Overall Experience at CCC During 2017-18

How much do you agree/disagree with the following statements about your experience at CCC during this school year? (% of students in each category)



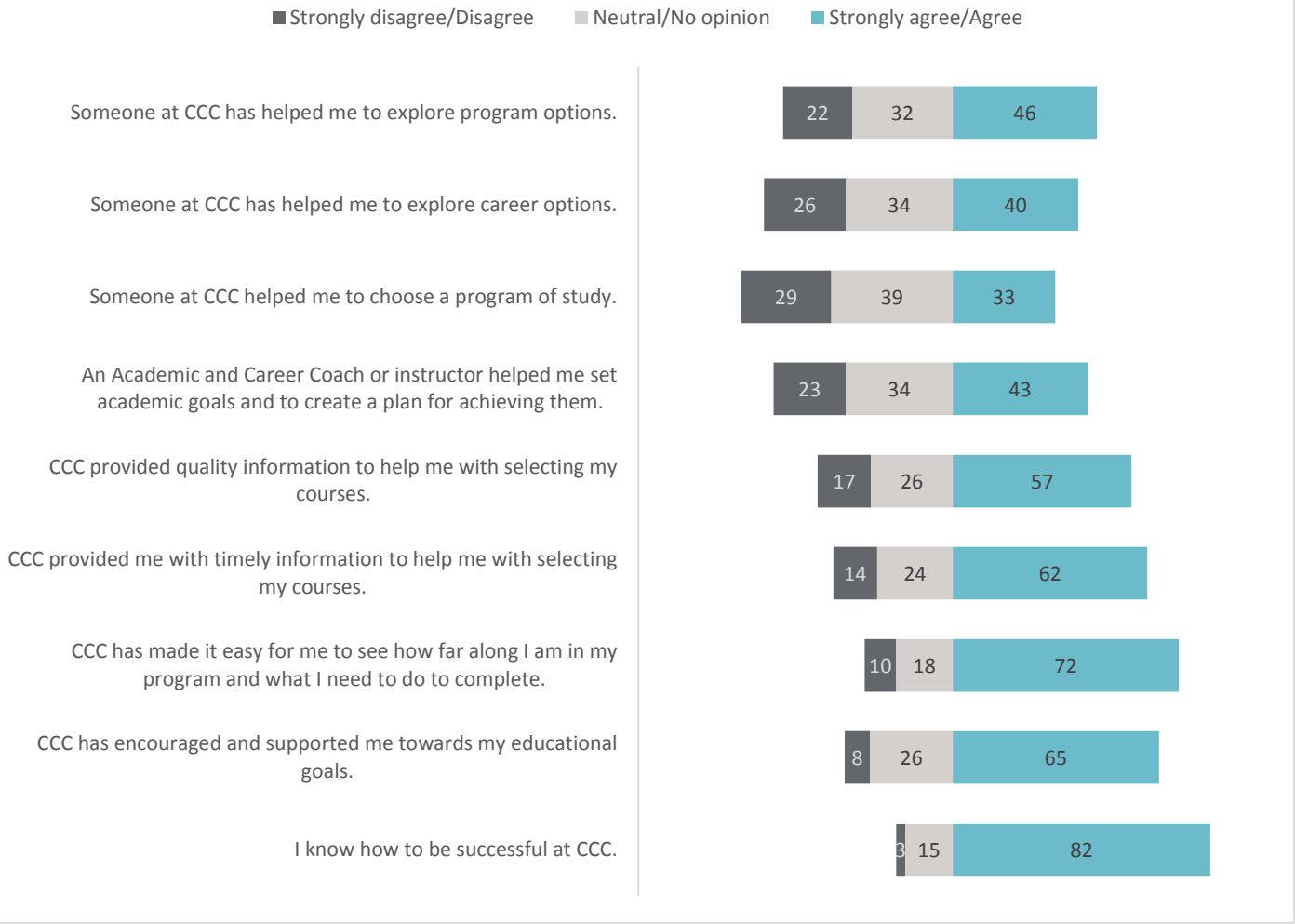
"Everything seemed straight forward and was explained well. I know where to go and who to speak to for information I might be seeking."

"I have no idea who I need to talk to in order to be successful academically...."

Helpfulness of Educational and Career Planning

How much do you agree/disagree with the following statements about your educational and career planning experiences at CCC during this school year?

(% of students in each category)



"The nursing staff at CCC has made it so I do I feel supported and have the information I need about my educational goals and future career"

"I needed the help to figure out how and what I need to do to get into the career field I want, and I have had to do it all myself..."

Potential Barriers for Students

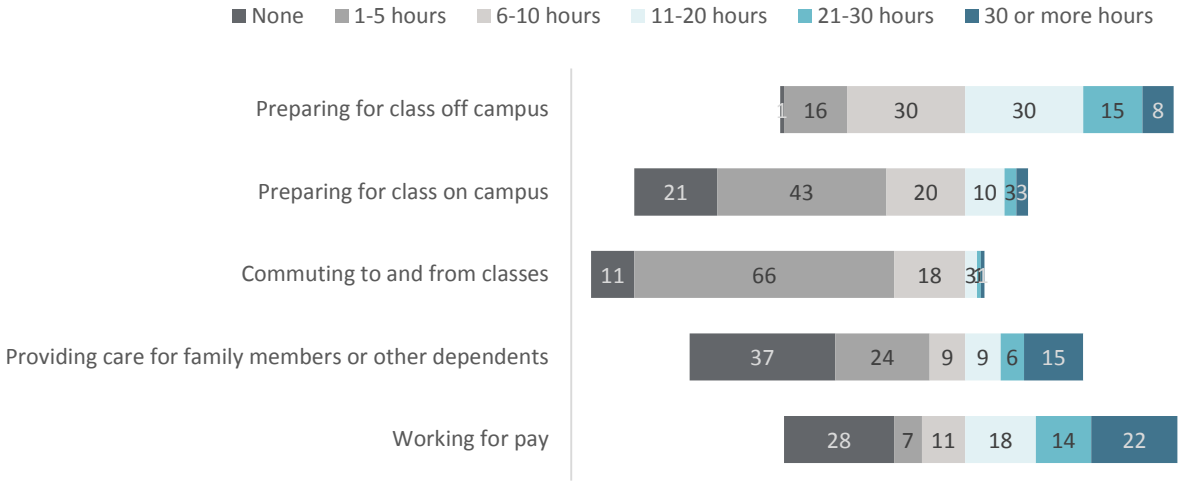
How much do these reason apply to you (in difficulty making progress with academic studies)?
(% of students in each category)

"I struggle financially. I wish someone in the financial aid department could help me find specific scholarships catered to my demographic."

"I think it would be helpful to have advisors reaching out to each student and make sure they are on the right path."

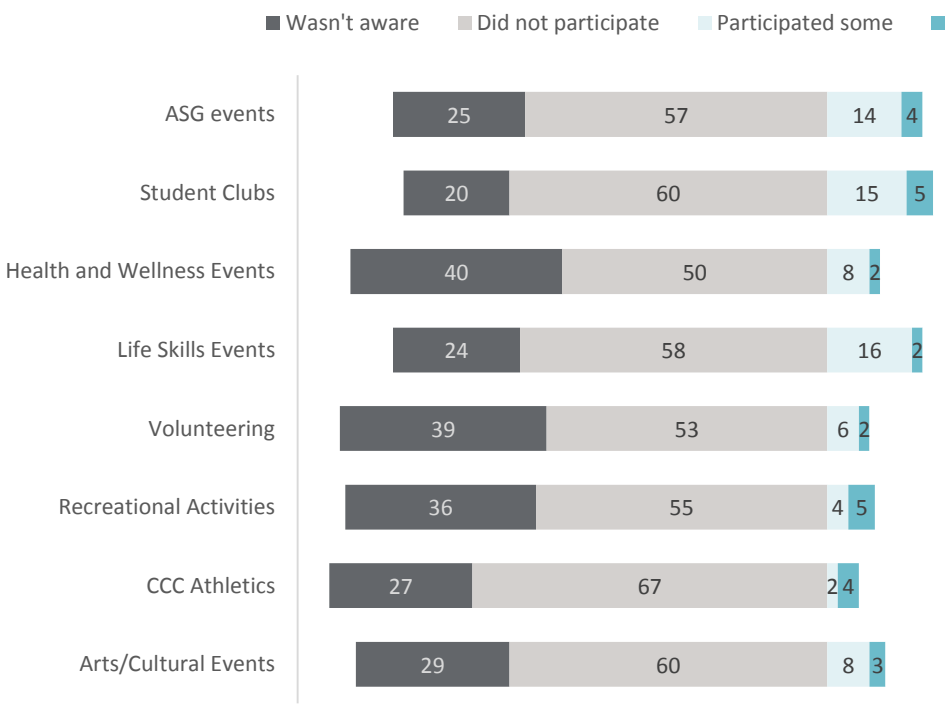
Time Spent on Activities

About how many hours do you spend in a typical 7-day week doing each of the following?
(% of students in each category)



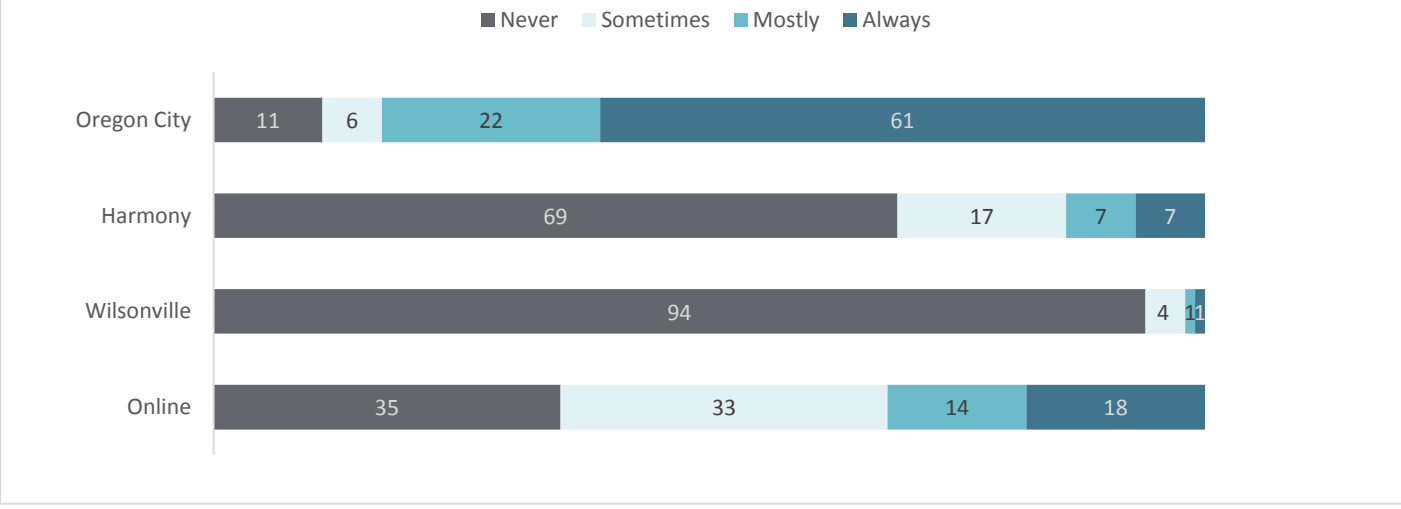
Participation in CCC Activities

Looking back on the last year, were you aware of or did you participate in any activity or attend an event in any of these areas?
(% of students in each category)



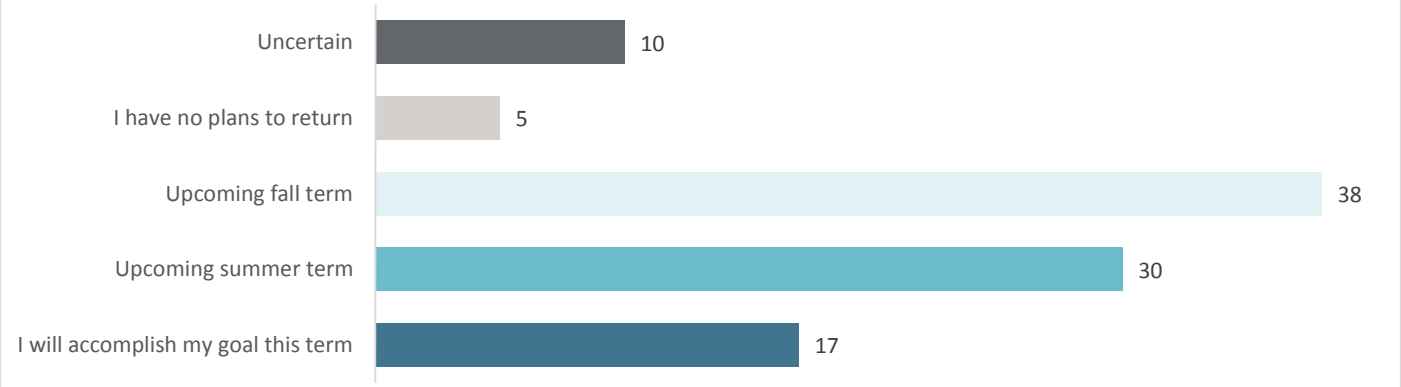
Locations of Class Attendance

Since the start of the current term, at which CCC campuses have you attended classes?
(% of students in each category)



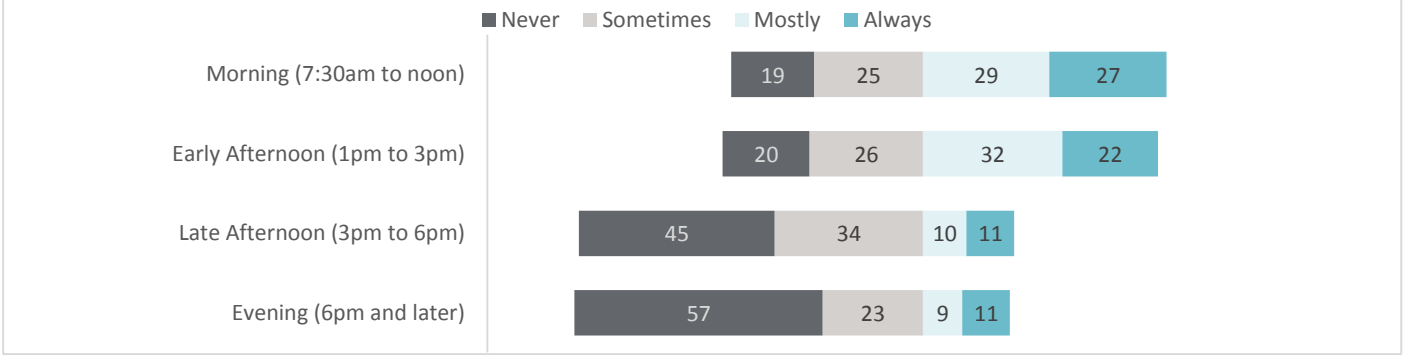
Intentions to Return to CCC

When do you plan to take classes at this college again?
(% of students in each category)



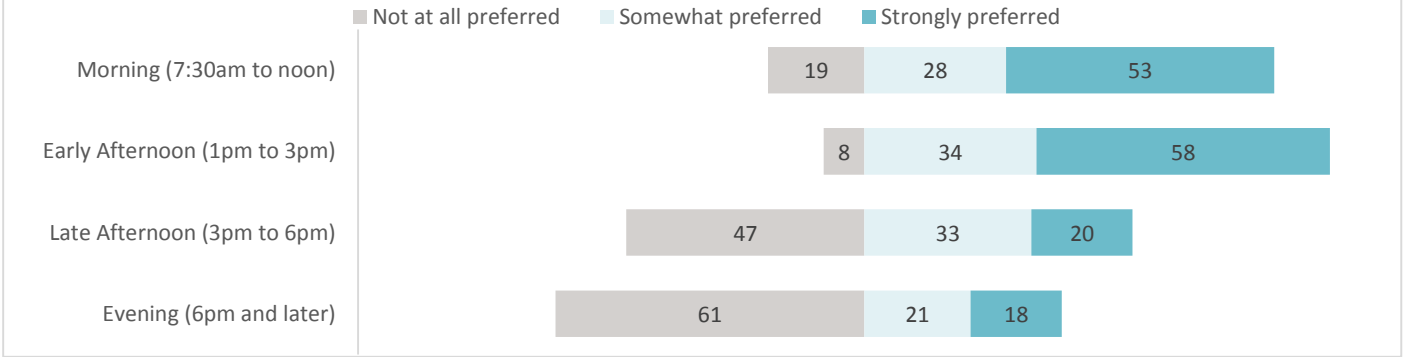
Times of Day Students Attend Class

Since the start of the current term, *when* have you attended classes at CCC?
(% of students in each category)



Preferred Times to Attend Class

In future terms at CCC, what are your preferred times to take classes?
(% of students in each category)



"I personally feel more evening classes could be offered for students who work during the day. That or more online class options! (especially for those required courses such as COMM)."

"Have more time options for high level subjects like biology 211, math 251, etc."

Overall Suggested Improvements

In your opinion, how could CCC have improved their support of your academic, career, and/or personal goals during this school year?

(% of students in each category)

The most frequent response from students was that they would like more advising and guidance (26%). Specifically, students mentioned having advisors reach out to them, having advising be mandatory, and having advisors trained so that they may provide specific guidance to students in various programs. Students also requested an increase in class availability (10%) by having more classes, classes taught more frequently, and additional times for classes.

Response Category	%	Example
Advising/Guidance	26	*"I feel like some of the advisors are not as helpful as they could be. I had a few weird interactions that made me feel like they did not know what to do or how to give good advice on classes or a plan to graduate."*
Class Availability/Flexibility	10	*"More course section options."*
Communication	7	*"Use different forms of communication to reach out to students in a more current way."*
Community	4	*"Don't forget about people going to harmony campus!"*
Funding	4	*"Working towards lowering costs of tuition and textbooks."*
General positive comment	19	*"Everything is great how it is. I feel like I can really succeed with the help I'm getting."*
Events	2	*"I have been going to CCC for the last 3 years and I was unaware of a lot of the activities and clubs offered to the students…"*
Instruction	2	*"Better staffing. Not all teachers teach at the levels expected (too low)."*
Online options	2	*"Please provide more online and evening classes."*
Resources	1	*"Making sure the accommodations from DRC are being met and easily accessible."*
Transportation	1	*"The transportation could be more consistent."*
Tutoring	2	*"CCC could do more tutoring for higher math classes…"*
Website	1	*"The way to access the the student email is confusing, and the self service to register for classes is a little hard to figure out."*
Do not know	2	*"Not sure."*
None/NA	7	*"No opinion."*
Other	8	*"It would be nice if the transcript evaluation process was faster than 6 weeks…"*
Total	100	

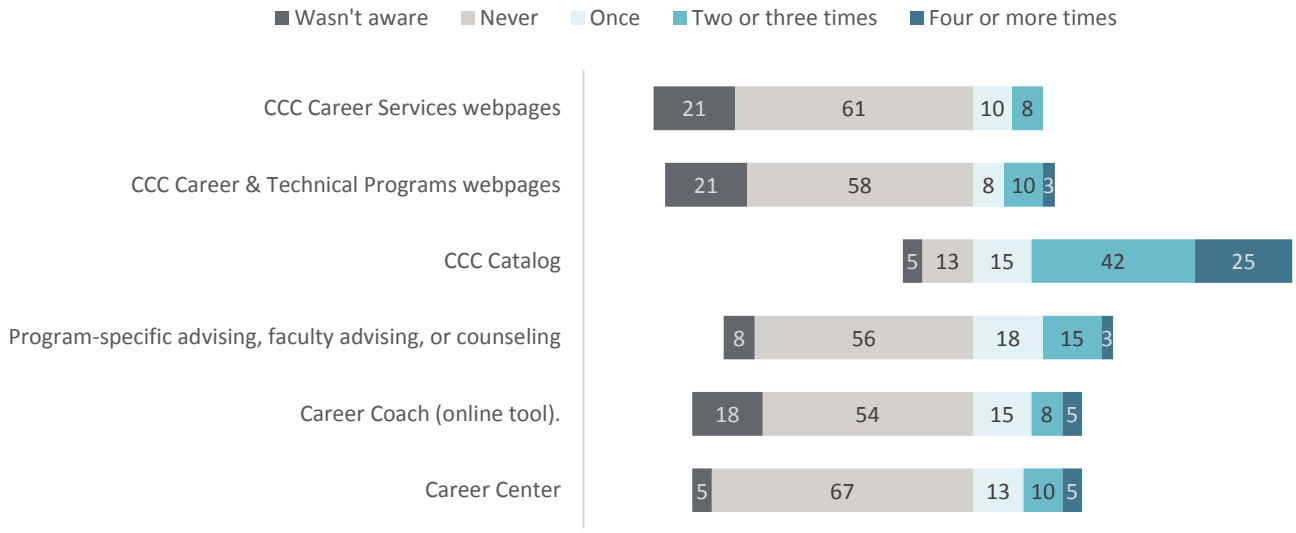
"I had trouble getting into the classes I needed. Lots of times they would be full or only offered 1 time, 1 time a year… "

"Emailing is vital for student to school communication. Specialized emails based on current academic pursuits for each student with information with extra-curricular activities for those degrees would be very useful. Also, more communication with students on scholarship opportunities..."

Responses from Exploring Students

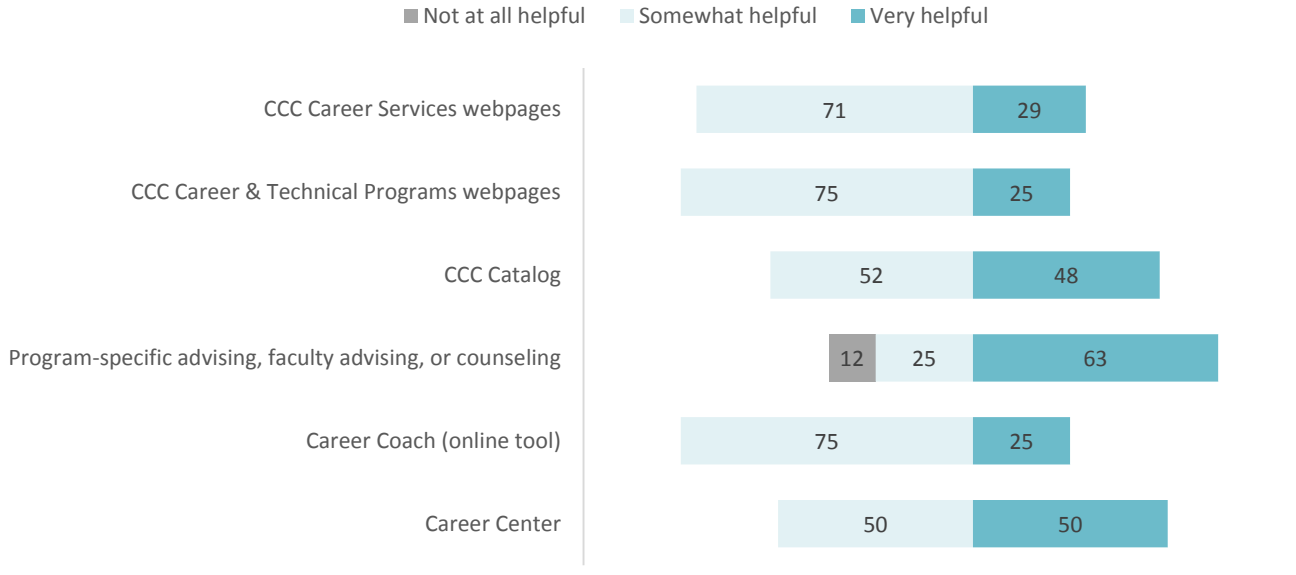
Frequency of use of Career Services

During this school year, how often did you use these CCC career resources?
(% of students in each category)



Helpfulness of Career Services

How helpful were these CCC career resources?
(% of students in each category)



Resources Used to Explore Career Interests

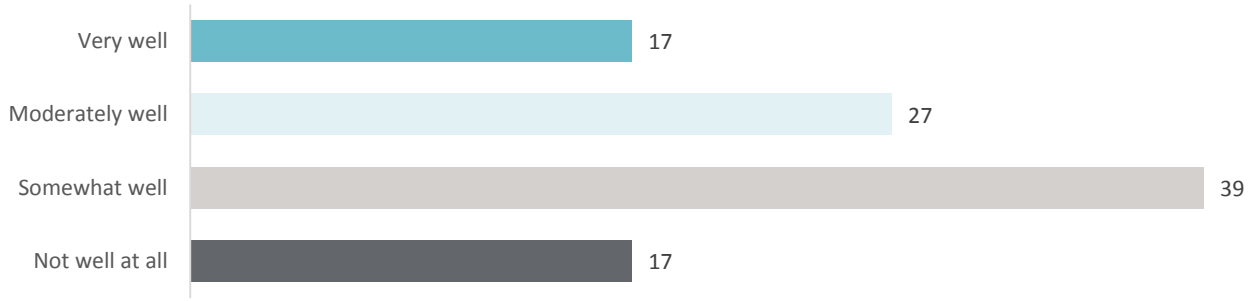
During this school year, what other resources did you use to learn about your career interests?

The majority of other resources as listed by students included family and friends (26%), online research (26%), and other students (11%). Also included in student responses, but less frequently, were the library, student services, and professors.

Response Category	%	Example
CCC resources	11	*"Career center and speaking with professors."*
Family/Friends	26	*"Family and friends helped me learn what career interest I have…"*
None/NA	15	*"No opinion."*
Online/Research	26	*"This school year, in regard to just learning about them, was the internet."*
Other students	11	*"I mainly talked to other students in the class about other resources."*
Other	11	*"For resources, I just looked at the theater classes…"*
Total	100	

Exploration of Interests

How well has CCC helped you explore your personal, academic, or career interests?
(% of students in each category)



Considerations to Support Exploration of Interest

What else would have helped you to explore your personal, academic, or career interests?

The most frequently requested additional support was having more guidance and communication (27%) as well as additional courses (12%). Some students were not sure what would benefit them further (14%), and others did not feel as if they needed any additional assistance (18%).

Response Category	%	Example
Additional courses	12	*"Better class selection."*
Guidance/communication	27	*"Someone who would actually talk to me."*
Do not know	14	*"I do not know."*
None	18	*"none."*
Other	9	*"Study abroad opportunities."*
Personal interest/motivation	9	*"Motivation."*
Total	100	

"Exploring through electives I care about and instructors themselves."

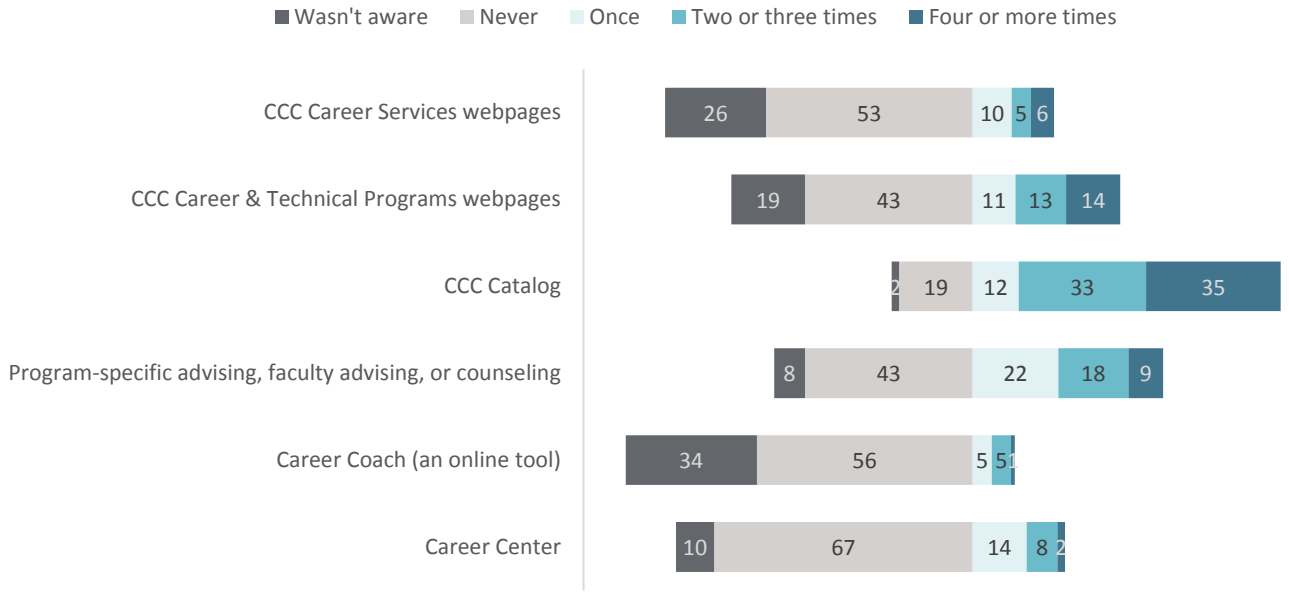
"I guess it may have been helpful for someone to reach out after I didn't sign up for winter term to ask what were my plans and how they could have helped me pursue my […] interest."

"I don't really know- this was my first year and I just didn't know many things about college or who to go for help sometimes, so I've just learned things to do independently and the hard way."

Responses from CTE Students

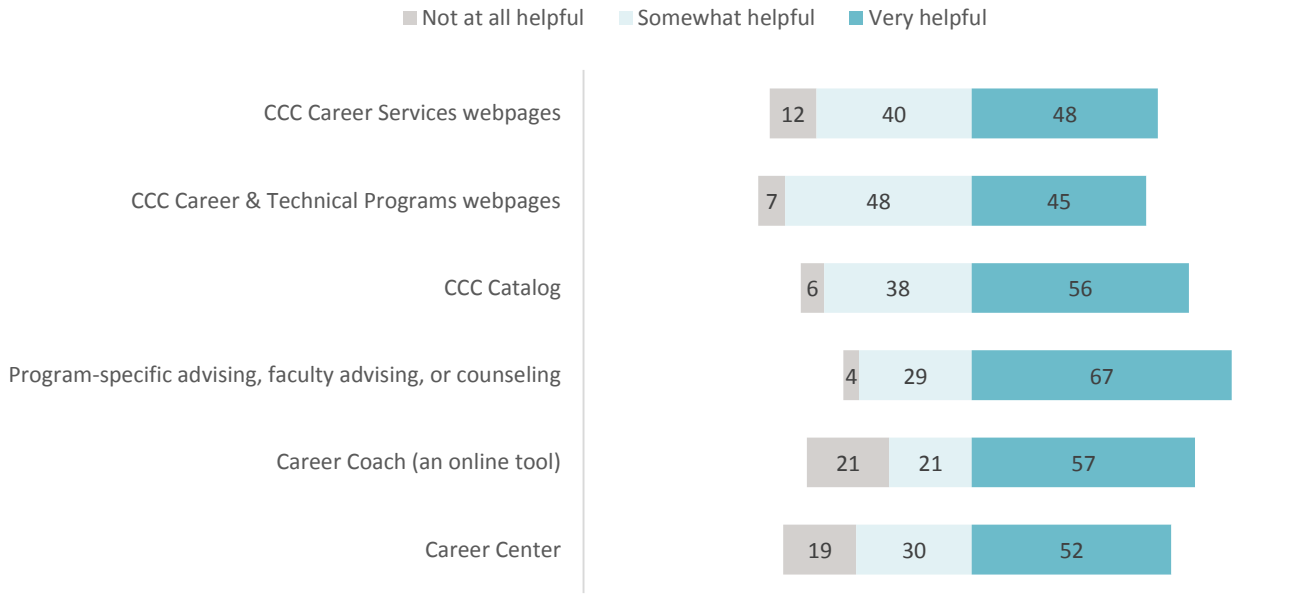
Frequency of use of Career Resources

During this school year, how often did you use these CCC career resources?
(% of students in each category)



Helpfulness of Career Resources

During this school year, how helpful were these CCC career resources?
(% of students in each category)



Resources Used to Explore Career Interests

During this school year, what other resources did you use to learn about your career interests?

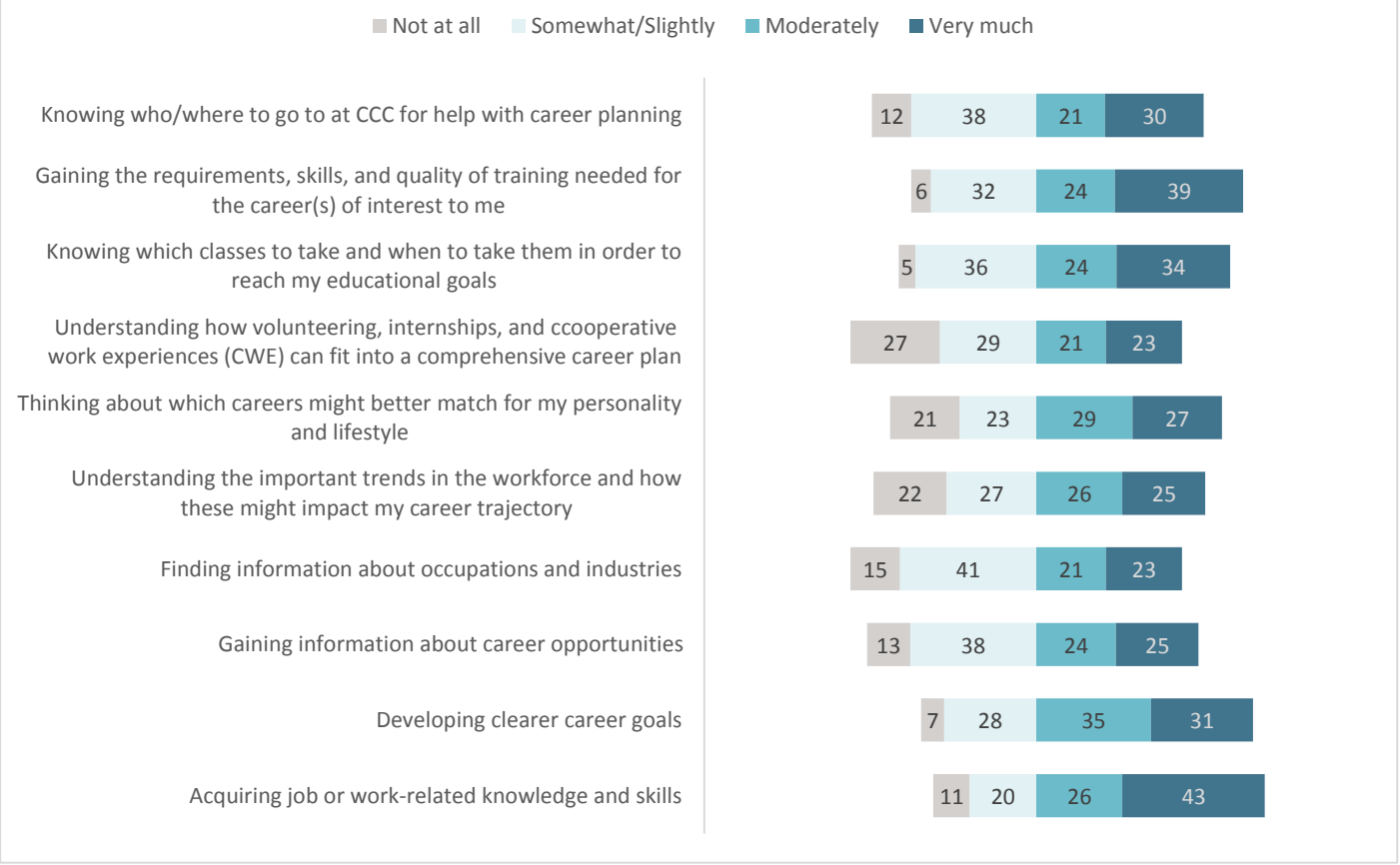
The majority of other resources as listed by students included online research (28%), family and friends (16%), and instructors/program of study (12%). Also included in student responses, but less frequently, were the library, student services, and professors.

Response Category	%	Example
CCC resources	9	*"The student planning website from the CCC website was very helpful and I referred to it a lot."*
Family/Friends	16	*"Family and friends."*
Instructors/Program of study	12	*"I talked to my instructors and friends outside of school. "*
None/NA	16	*"None."*
Online/Research	28	*"Online research."*
Other	19	*"Still researching."*
Total	100	

Contribution of Overall Experience at CCC

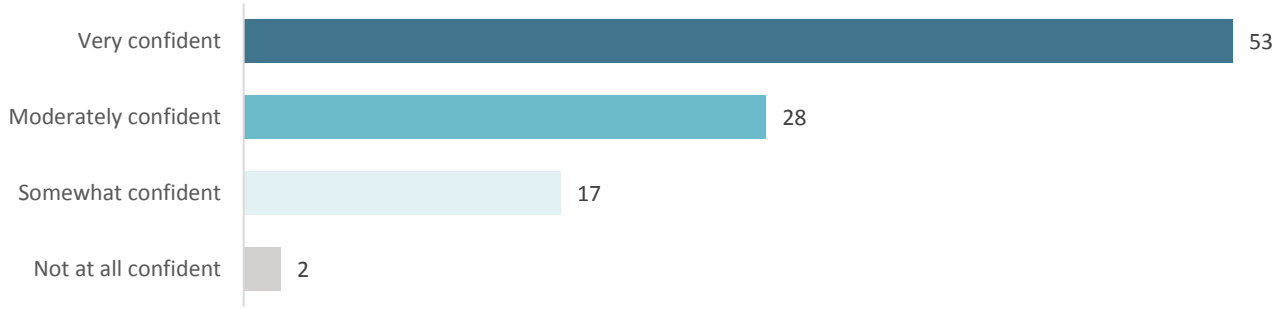
How much has your overall experience at this college contributed to your knowledge, skills, and personal development about the following?

(% of students in each category)



Confidence in Finding a Career

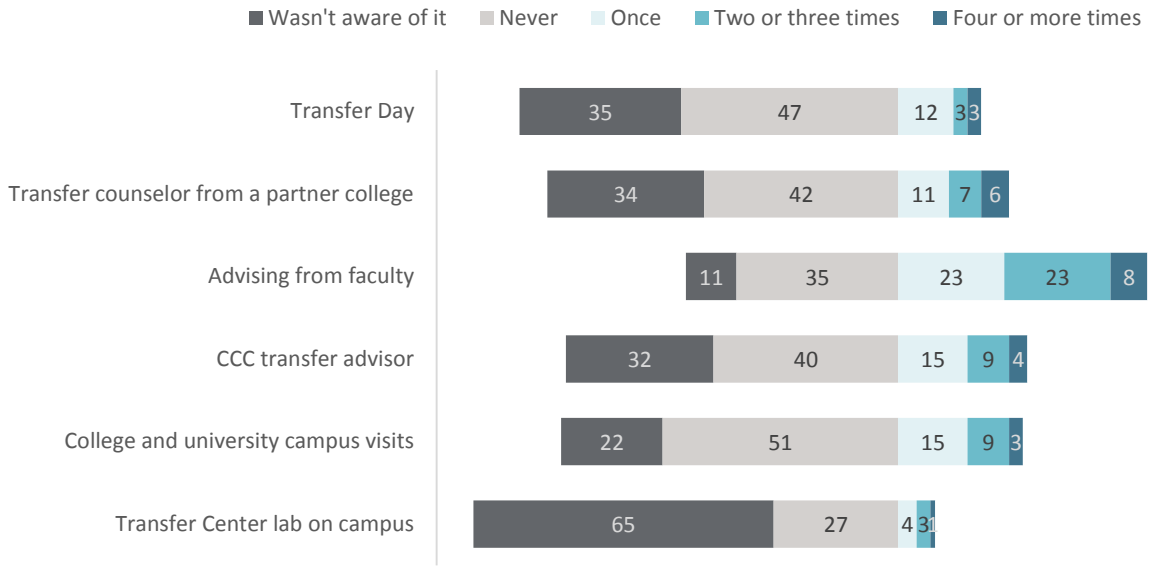
Overall, how confident are you that you will find a good career for yourself?
(% of students in each category)



Responses from Transfer Students

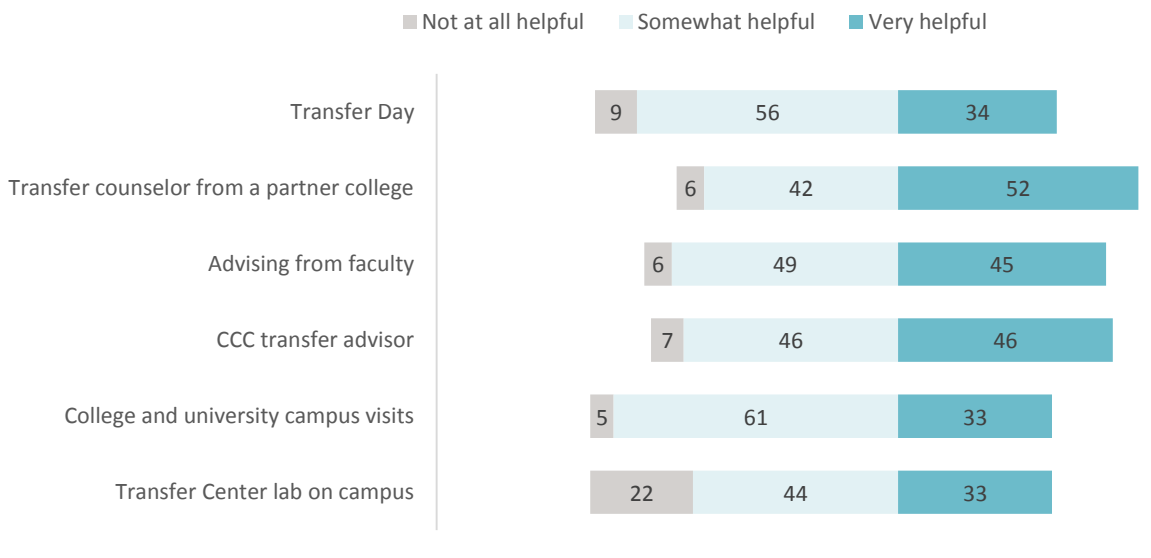
Frequency of use of Transfer Resources

During this school year, how often did you use these CCC transfer resources?
(% of students in each category)



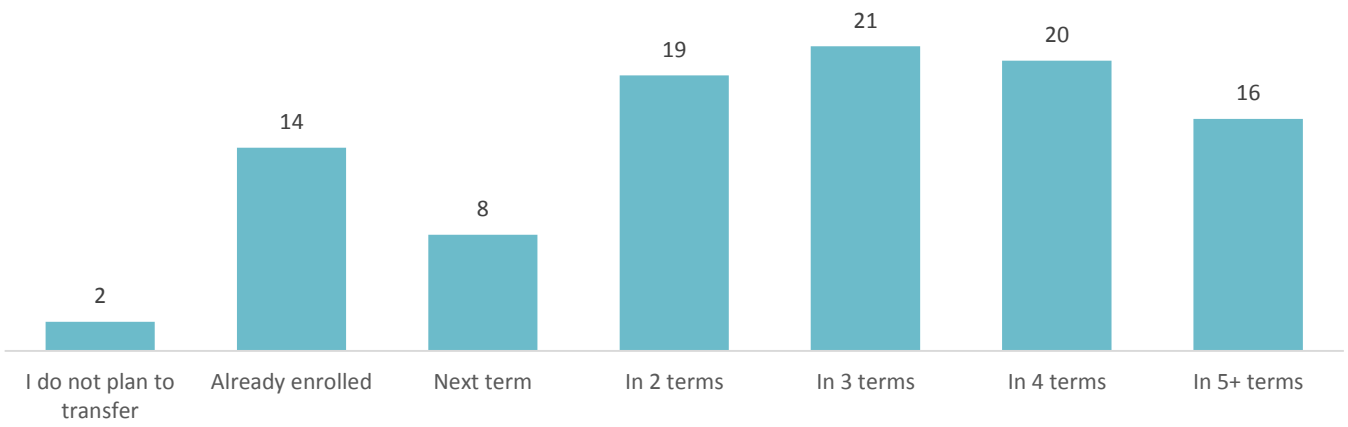
Helpfulness of Transfer Resources

During this school year, how helpful were these CCC transfer resources?
(% of students in each category)



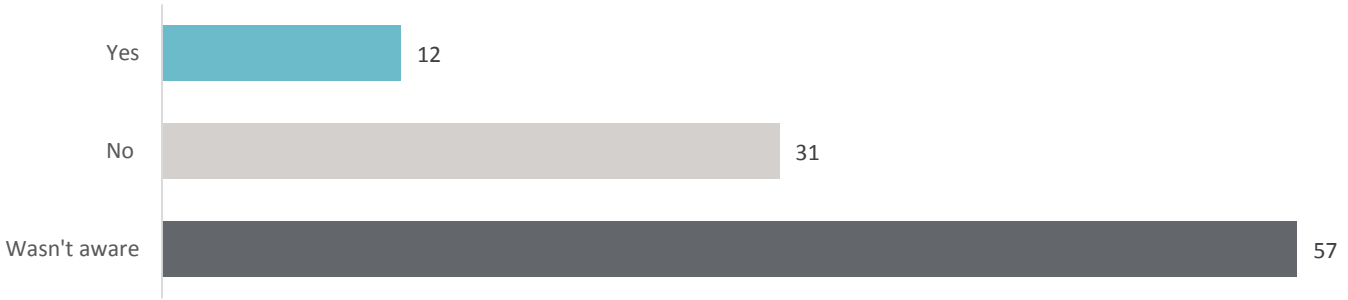
Terms Until Transferring

How soon do you expect to transfer to a 4-year school to work toward a bachelor's degree?
(% of students in each category)



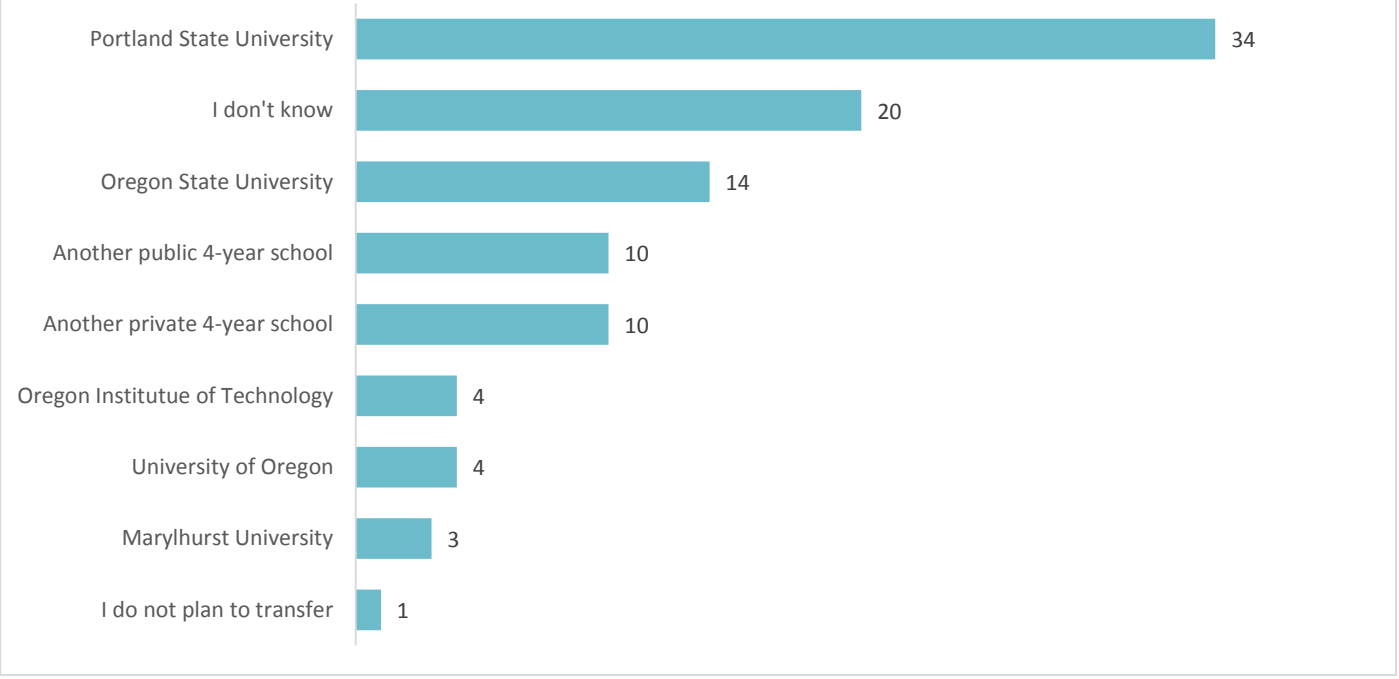
Participation in Degree Partnerships

Are you currently enrolled in the Degree Partnerships program?
(% of students in each category)



Institutions Where Students Plan to Transfer

Where are you planning to transfer?
(% of students in each category)



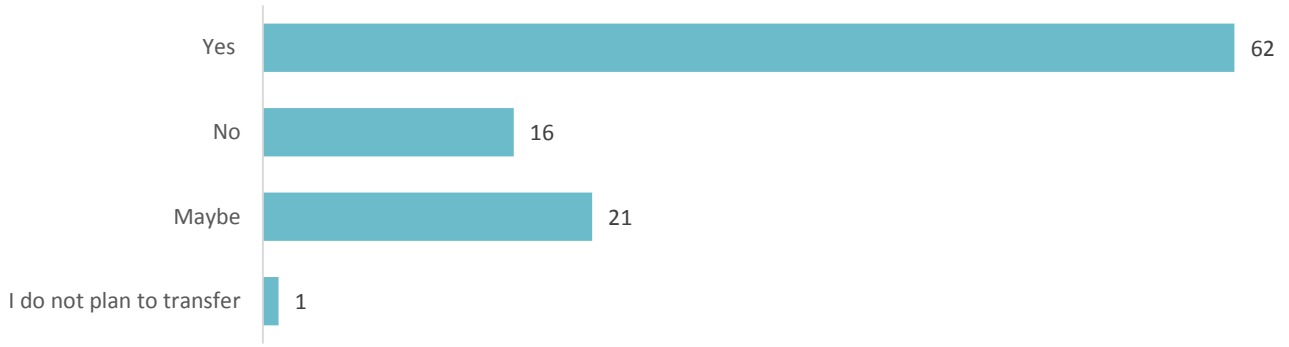
Institutions Where Students Intend to Transfer ("Other")

Where are you planning to transfer? (please specify, if able)

The students who chose the option of intent to transfer elsewhere (either another public 4-year school or another private 4-year school) were able to list where they intended to go. For those that chose another *public* four-year college Oregon Health and Science University (23%) and Western Oregon University (19%) were listed the most. The most frequently listed *private* universities were Concordia (25%) and Corban (17%).

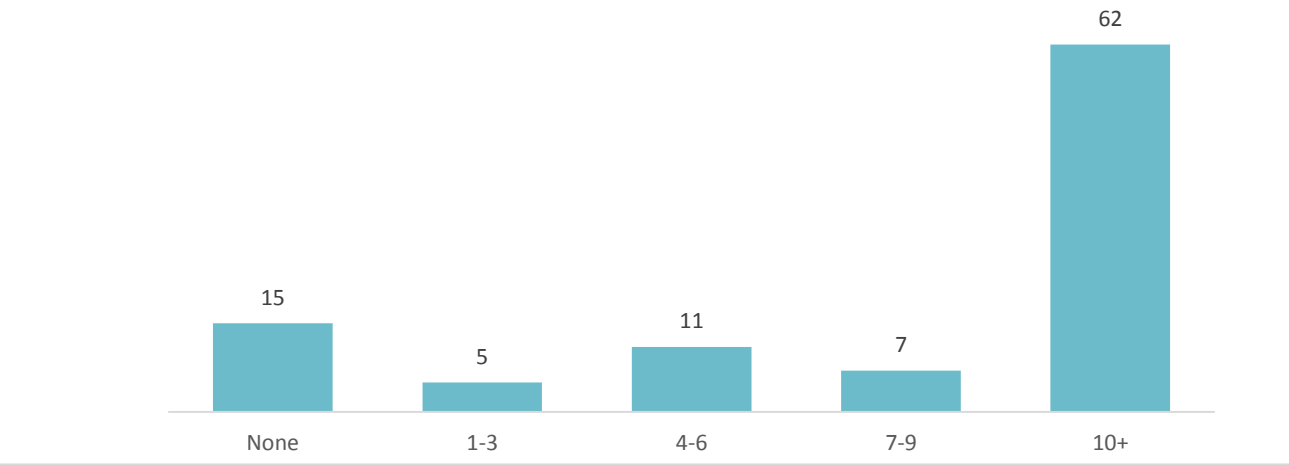
Intent to Obtain an Associates prior to Transferring

Do you plan to obtain an Associate's degree before you transfer?
(% of students in each category)



Credits Needed prior to Transferring

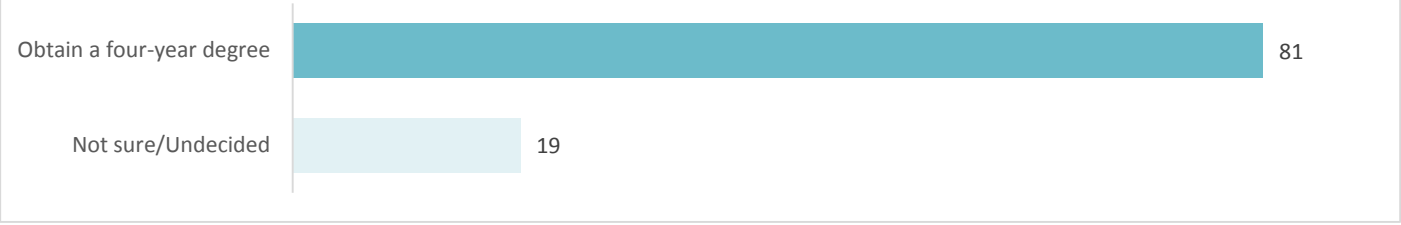
How many more credits do you expect to complete before you transfer?
(% of students in each category)



Note: The above table displays the responses received from students who marked 'no' they do not intend to obtain an associates from CCC prior to transferring.

Student Degree Intentions post Transferring

Although it may be far into the future, what are your plans after you transfer to a 4-year school?
(% of students in each category)



Student Specific Degree Intentions post Transferring

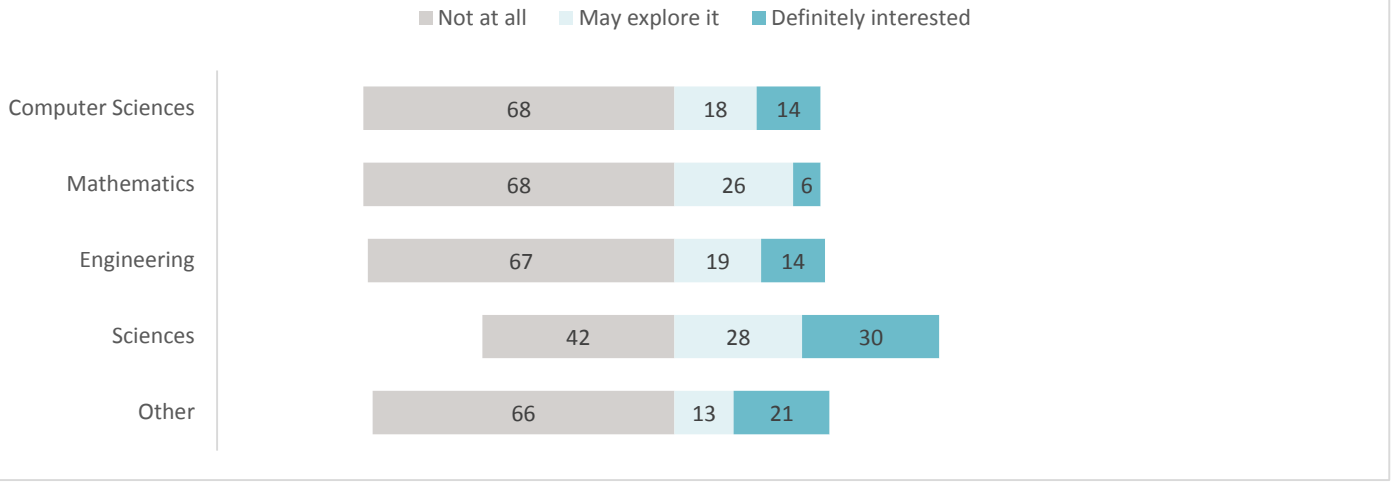
Although it may be far in the future, what are your plans after you transfer to a 4-year school?

Among those who responded they did indeed intend to obtain a four-year degree after transferring, degree interest ranged from engineering (14%), business (11%), and psychology (6%) to many other areas that were reported less frequently (i.e. journalism or biology). However, the most frequent response was that they would be seeking some type of degree in medicine/healthcare (19%) with many having intentions to pursue a degree in nursing.

Degree Seeking	%
Accounting	4
Art/Design	3
Biology	2
Business	11
Communication	3
Computer Science	4
Criminal Justice	2
Education	2
Engineering	14
English	4
Environmental Science	2
Healthcare/Medicine/Nursing	19
Journalism	2
Psychology	6
Social studies/Social work	3
Veterinary medicine	2
Other	19

Student Interest in STEM After Transferring

After transferring, to what extent are you interested in seeking a bachelor's degree in STEM / CS?
(% of students in each category)



Student Interest in STEM After Transferring

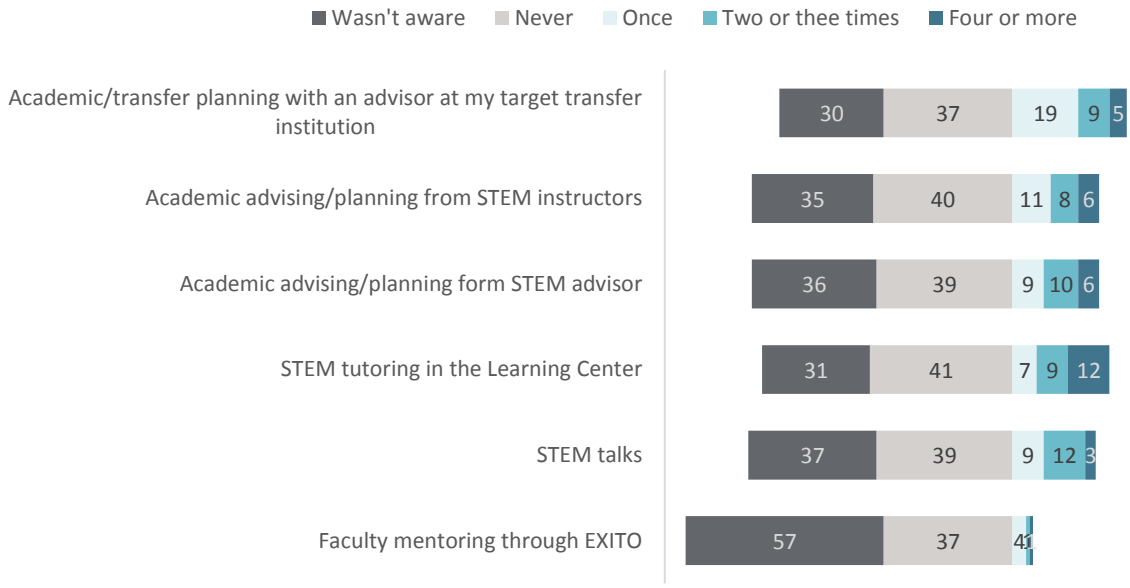
After transferring, to what extent are you interested in seeking a bachelor's degree in STEM / CS?

The "other" category included a range of responses with 20% stating they were interested in seeking a degree in medicine/nursing/healthcare, 16% in psychology, and 14% in business. The less frequently reported areas included degrees such as dentistry, English, and political science.

Responses from STEM Students

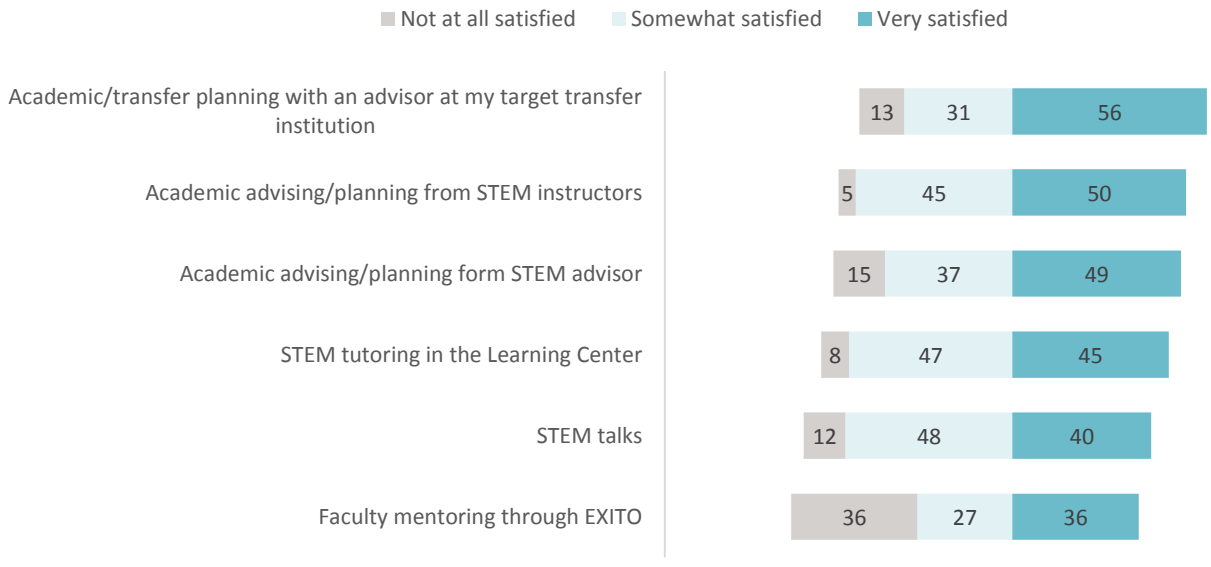
Frequency of use of Support Services for STEM

How often have you used the following support services and opportunities at CCC during this school year?
(% of students in each category)



Satisfaction with Support Services for STEM

Rate your satisfaction on the following support services and opportunities at CCC during this school year
(% of students in each category)



Supports Received in Exploring STEM

Describe other ways CCC has helped you explore or pursue a STEM field of study.

The most frequently cited support in exploring STEM was guidance from professors (11%). It was also noted that having groups and activities such as the STEM club (7%) had assisted the students in exploring this area. Others also found advising to be very beneficial (7%). However, 14% responded that they did not know what STEM was, and 12% responded that they had not been helped in their pursuit.

"The CCC instructors I have taken course(s) from have been very helpful at sharing internship and study resources with the class."

"I am in the STEM club, and every week, someone will present something to the class that is related to their major, so I can see a variety from math majors, to computer science majors, and what their degree is like..."

Response Category	%	Example
Activities (provided)	7	*"Doing hands on activities and inviting guest speakers in an area of specialty."*
Advising (provided)	7	*"Placement and advising have done a great job of helping me meet set goals and meet them on time."*
General positive comment	4	*"CCC has provided excellent educational preparation for the accelerated BSN program I plan to enter."*
Information (provided)	7	*"Internship postings and email newsletters."*
Introductory class	3	*"Engineering 101 was a great introductory class."*
Mentor (provided)	3	*"...Having a mentor helped me find my path and start building a support system…"*
Opportunities (provided)	3	"Career and internship opportunities, advising."
Professor's guidance	11	*"Great instructors for the material, making sure everyone has the opportunity to do well if they put in the time."*
TechHire	3	*"Techhire has helped and can hopefully set me up with a job."*
Was not helpful	12	*"They have not."*
What is STEM	14	*"I have no idea what STEM is."*
Advising (needed)	4	*"I felt that my time at CCC was wasted because of help that I asked for, but did not receive. I was taking classes I did not need because advisors basically advised me incorrectly."*
Information (needed)	3	*"Besides the occasional banner on a bulletin board, I saw only a few things here and there about STEM fields."*
Do not know	5	*"Do not know."*
N/A What is STEM	17	*"I do not participate in STEM activities."*

Suggested Supports for Exploring STEM

What other support would you like to have in pursuing your education and career in the STEM field?

The majority of students stated they would like more assistance in the area of advising, communication, and mentoring (17%). Specifically, some of the comments included requests for more face-to-face opportunities, someone to assist them in searching for and applying to internship opportunities, and receiving reminders to help them stay on track. The second most requested area was regarding information on STEM in general and in transferring to other colleges to complete a degree in STEM (16%). Additionally, students requested various opportunities (13%) such as flexible meeting time for STEM club, guest speakers on the area of STEM, a career fair, and extracurricular activities.

"I would like to have a face-to-face meeting with someone that help me make my dreams a reality."

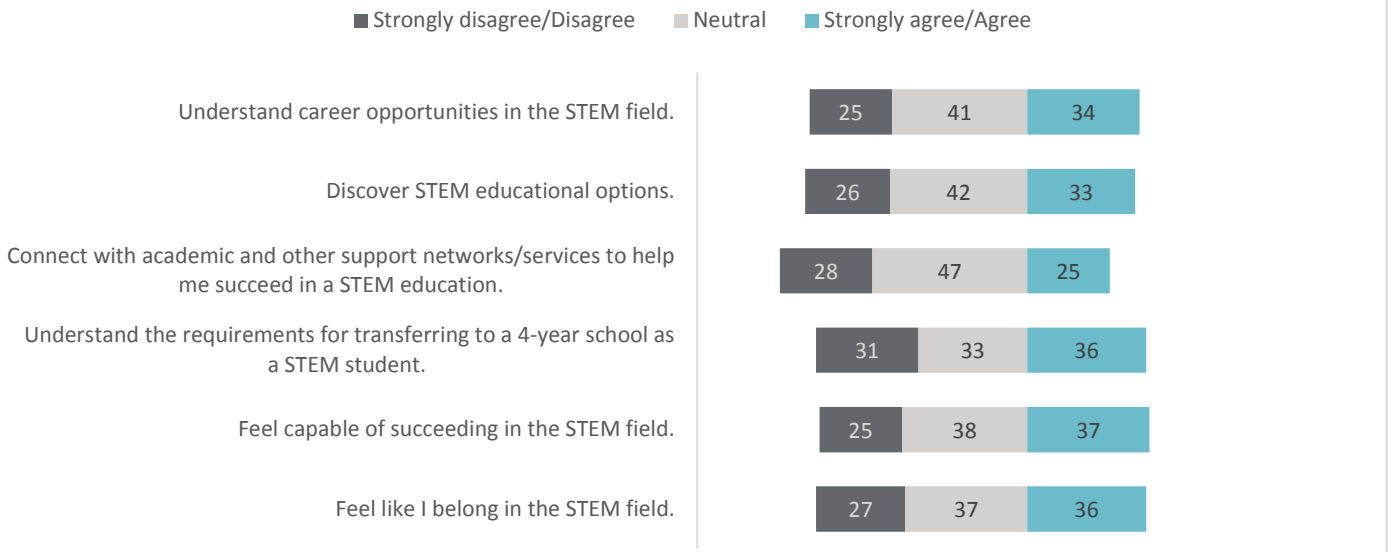
"I would like to know more about what the STEM field is like at my transfer University so I can see how to get involved."

Response Category	%	Example
Advising/Communication/ Mentoring	17	*"I feel like e-mail reminders would be an easy and efficient way of making sure STEM students are staying on track, to make sure we know which classes to take and when."*
Financial assistance	3	*"More funding for my education."*
General positive	4	*"I already have all the support I could need."*
More information (on STEM and Transferring)	16	*"I'd love to know more information, I am seriously in the dark…"*
More opportunities/Resources	13	*"Professionals talking about their experience in the field, for a particular course…"*
Support in general	6	*"More tutors in computer science, and more informed counseling in STEM fields."*
Other	7	*"A constant focus on merit above all other qualifiers."*
Do not know	9	*"I don't know."*
None/NA	26	*"N/A"*

Engagement in STEM Areas

Faculty and staff at CCC have helped me to…

(% of students in each category)



CCC Grants Guidelines & Process

DRAFT as of 10/31/18

Inspired by process from PCC, Chemeketa, Lane. Final website container/platform, page format and design TBD.

Welcome!

The Grants Office can provide support services from the moment you identify an idea or opportunity through the submission of the proposal and beyond. Our services will be tailored based on the complexity of the opportunity and your level of grant experience.

<Link to grant pre-screen survey here>

Services

What we do:

- Funder research
- Opportunity tracking & monitoring
- Analysis of grant eligibility, probability of winning, and level of effort
- Timeline development & tracking
- Facilitation of project design and planning
- Support of team's writing process.
- Review editing and feedback for proposal drafts
- Documentation of grant activities and archiving (F:\Grants Office).

The Grants Office can support your writing process but the majority of the writing will be the responsibility of the assigned grant team.

Mission Alignment

What you need to know:

- Only “official signers” including the Vice President of College, Services Vice President of Instruction and Student Services or the College President can sign a contract for services with CCC.
- Projects must support our mission, core themes, and strategic priorities
- Projects must align with college and departmental goals.
- All grant opportunities must be shared with the Grants Office and be approved by the division dean and vice president.
- All grants should consider any ongoing funding requirements beyond the grant funding and/or grant year, and those ongoing commitments need to be part of the budget process.
- Projects requiring research and/or data collection must be approved by the Director of Institutional Research and Reporting.

Grant Opportunity Response Steps

What you need to do to get started:

These steps are recommended and may be adjusted depending on the project scope and proposal timeline.

Step 1

Develop initial project idea

- ☐ Contact the Grants Administrator to share a project idea. To prepare think about:
  - What problem, need, or gap in service will be addressed?
  - What evidence is readily available, and can it be obtained within the application timeline, to support the project (qualitative data, quantitative data, research, community input)?
  - What activities will be proposed to solve the problem?
  - How will you measure the impact of your activities?
  - How much will it cost?

Step 2

Identify funding source

- ☐ Learn about funding sources through searches/networks or contact the Grants Administrator to assist you with locating a funding source for your project.
- ☐ Consider applying for a Mini Grant of up to $5,000 through the Clackamas Community College Foundation.

Step 3
Determine project viability

- ☐ If you have not done so, contact the Grants Administrator to share a project idea or discuss a grant funding opportunity.
- ☐ Complete the Grants Request Form (link) (PDF for preview) to get approval to explore opportunity from dean(s) and vice president.

If **approved**, then Grants Administrator will notify you to determine next steps.

If **not approved**, then dean with notify you of their decision.

>>Initial request to explore opportunity approved. Move to Step 4.

Clackamas Community College Grants Pre-Screening Form
(Google form once text is approved)

Thank you for your interest in seeking grant opportunities for CCC. All grant opportunities must be shared with the Grants Office and be approved by the division dean and vice president before a grant can be developed or written.

*Name:
*Department:

* Indicate the strategic priority that this project supports.
Guided Pathways
College Readiness
Academic Relevance and Innovation
Financial Sustainability
None of the above: Operational need
*What problem, need or gap in service will be addressed?

*What evidence is readily available to illustrate the need or support the goal(s) of the project? Please include links to data sources if known.

*What activities will be proposed to solve the problem?

How will you measure the impact of your activities?

Identify stakeholders who will likely be involved in your project planning or delivery (select all that apply):

Associate Dean
Faculty
Institutional Research
Students
Partner departments (e.g., facilities, library, enrollment, workforce, marketing, etc.)
Representatives from associations
Community members
Businesses
Partner institutions or organizations
CCC Foundation
External project evaluator
Sub-contractor(s)
Other_____

*Have you identified a funding source?
Yes
No
Grants Office identified source
(Grants office and Yes answer reveals the following questions)

*Name of funder:
*Name of grant:
*Link to RFP:
*Application due date:
*Anticipated budget request:
*Matching funds or resource requirements (if any):

Please include additional information you would like to share:

Questions for grants administrator, dean, or vice president?

*Required question

[Submit]

Confirmation page

Thank you for submitting a grant application request. Your request will be reviewed by the division dean and vice president to determine next steps.

Please feel free to contact the Grants Office directly with questions:
amy.cannata@clackamas.edu
503-594-0985, M247

Step 4
Get final approval

- ☐ Lead faculty/staff, dean(s), and Grants Administrator meet to discuss grant idea and determine who will serve on the grant writing team.
- ☐ Final "Go" decision is made, move forward with planning, writing, budgeting, and submission.

>>Authorization to develop proposal approved. Move forward to Step 5.

What you need to do to develop a proposal:

Step 5
Plan (2-6 or more months prior to due date, or as soon as possible)

- ☐ Refine your project concept based on the need (Sample Project Planning Tool from LCC)
- ☐ Engage stakeholders
- ☐ Required: grants administrator, grant accountant, dean
- ☐ Likely: associate dean, faculty, Institutional Research, students, partner departments (e.g., facilities, library, enrollment, workforce, marketing, etc.)
- ☐ Possibly: representatives from associations, community members, businesses, partner institutions or organizations, CCC Foundation, project evaluator, contractor(s).
- ☐ Lead the effort (Proposal Lead Checklist template).
- ☐ Plan smartly (Planning & Timeline document template).

Step 6
Write (1-2 months prior to due date, or as soon as possible)

- ☐ Outline your narrative using the opportunity questions as your guide.
- ☐ Utilize boilerplate/samples/templates (link to boilerplate page once ready)
- ☐ Gather existing data (CCC Fast Facts) and/or request data from Institutional Research (via a Service Desk request)
- ☐ Review required forms and route to business office as needed for completion. (examples: Application for Federal Assistance, Subcontract form PSU)
- ☐ Request letters of support.
- ☐ Request internal letters of support (e.g. from president) via the public information officer.
- ☐ Send external letters of support to public information officer for review.

Step 7
Budget (at least 2-3 weeks prior to due date, or as soon as possible)

- ☐ Document your budget assumptions and calculate your costs (Budget Template, Budget Assumptions Template, Budget Narrative example links).
- ☐ Craft your budget narrative.
- ☐ Send your budget to the grant accountant for review.

Step 8
Refine (10 days prior to due date or as soon as possible)
- ☐ Copy edit, adjust budget, and finalize.

Step 9
Get final sign-off (3 days-1 week prior to due date)
- ☐ Work with Grants Office to route your proposal to vice president of college services for official signature.

Step 10 Submit (3 days-1 week prior to due date)
- ☐ Work with Grants Office to submit your proposal to funding agency.
- ☐ Don't wait until the day your proposal is due because system glitches can occur.

Step 11
Wait
- ☐ Grants Office can help track responses.

Step 12
Win and implement (see implementation manual sample**)**
- ☐ Notify the Grants Office and Business Office of your award and make it official.
    - ☐ Send an email to the Grants Office notifying them of your win.
    - ☐ Work with the Business Office to officially sign the contract and/or deposit funds (i.e. checks should go to Business Office).
- ☐ Send key documents to the Business Office. For a full list of documents visit the Business Office Grants and Contracts page in MyClackamas.
- ☐ Celebrate! Host a celebration and send an announcement to the College Relations & Marketing team to educate others about your new project/resource.